Journeys to Citizen Engagement: Action Research with Development Education Practitioners in Portugal, Cyprus and Greece

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with contributions from Kerstin Wittig-Fergeson
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DEEEP citizens' Empowerment for Global Justice

European NGO confederation for relief and development
CONCORD
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- *This collection provides research reports and publications which help to contribute to innovation in development education theory and practice. They act as a tool to stimulate greater critical reflection and learning amongst the development education community.*

  - ***1. "Development Education and Education in International Development Policy: Raising Quality through Critical Pedagogy and Global Skills"** by Amy Skinner, Nicole Blum and Douglas Bourn in International Development Policy.*

  - ***2. "Catalysing the 'Shadow Spaces': Challenging Development Discourse from within the DEEEP Project"** by Amy Skinner and Tobias Troll in Policy & Practice.*

  - ***3. "Journeys to Citizen Engagement: Action Research with Development Education Practitioners in Portugal, Cyprus and Greece"** co-written by Amy Skinner and Sandra Oliveira with contributions from Kerstin Wittig-Fergeson and Gerasimos Kouvaras.*

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ACKNOWLEDGEMENTS

Dear readers,

This report is the result of an action research project on citizen engagement approaches used by DEAR practitioners and wider civil society in Portugal, Cyprus and Greece. The participatory research process gave voice to DEAR practitioners and enabled the recommendations included at the end of this report to come directly from the DEAR community itself. We hope that this report provides an interesting insight into some of the key elements and challenges of engaging citizens in working for a better world, as well as a useful resource for further reflection on how to improve citizen engagement approaches within your work.

I would like to thank the research team for their hard work and excellent collaboration throughout the research process. Special thanks go to Sandra Oliveira (lead researcher in Portugal), Kerstin Wittig-Fergeson (facilitator in Cyprus), Gerasimos Kouvaras (facilitator in Greece) and Inês Campos (co-facilitator in Portugal). I would also like to thank Harm-Jan Fricke, Chair of the DARE forum research working group for developing the Terms of Reference for the research and for providing detailed feedback on the final report. Thanks also to the DARE forum research working group for their contributions throughout the research process.

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Enjoy the reading!

Amy Skinner
DEEEP 4 Research Officer

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LIST OF ACRONYMS

CSO	Civil Society Organisation
DEAR	Development Education and Awareness Raising
DE	Development Education
GE	Global Education
NGDO	Non-governmental Development Organisation
WG	Working group
ECB	European Central Bank
EC	European Commission
IMF	International Monetary Fund

BACKGROUND AND RATIONALE

Introduction

The DEEEP4 project produces a yearly quality and impact monitoring report in the field of Development Education and Awareness Raising (DEAR). The first of these reports will explore quality and impact criteria in relation to DEAR and citizen engagement approaches, with a focus on 3 countries (Portugal, Greece and Cyprus) which have been hit particularly hard by the economic crisis and consequent austerity measures, rising unemployment and poverty.

Development education aims to raise awareness and increase citizen understanding of the root causes of current political, social, economic and cultural issues affecting people around the world through in-depth and critical learning processes. In so doing it aims to strengthen social justice values and equip people with the knowledge, skills and confidence to become actively engaged with the issues by taking informed action for a fairer world. Yet achieving long-term and in-depth citizen engagement for change is a key challenge faced by the sector.

The time is ripe to examine questions around citizen engagement for change, given that recent times have seen a rise in citizen action for social justice as a response to the economic crisis. However, although DEAR aims to promote learning about the local-global links related to social justice issues, many believe that DEAR is failing to adequately engage with local struggles for justice and citizens initiatives and movements resulting from the crisis (McCloskey, 2012; Hayes and McNally, 2012; Carrecedo, 2012). 'Engagement' is a term frequently used within DEAR but there has been little exploration of its meaning. Little research has been done into how DEAR practitioners conceptualise 'citizen engagement' and how DEAR relates to the broader context within which it is being carried out. For this reason, other local civil society organisations and members of local initiatives and social movements were involved in the research in order to help DEAR practitioners reflect on their engagement work and its links to the local context.

This report aims to provide an initial basis for further reflection and discussion amongst the DEAR community about ways to improve citizen engagement. It starts with a brief literature review in order to set the context, followed by an overview of the research methodology and the national DEAR situation in each country. The findings are then presented, including key challenges of engagement counterbalanced by the richnesses of DEAR organisations, culminating in key conclusions and recommendations for improving citizen engagement approaches.

Setting the context

Note on DEAR

DEAR is not a monolithic concept but rather an amalgam of education, awareness raising, advocacy and campaigning initiatives. This incorporates a variety of actions with different objectives, ranging from open-ended educational processes to advocacy or campaigning activities, which tend to have more predetermined outcomes[1]. These different dimensions of DEAR can be contradictory and have been the source of conceptual debates within DEAR, as well as within other popular education movements[2] around the world since the 1980s and are still on going. This research is set within an awareness of these conceptual tensions, especially in terms of how they influence engagement strategies.

1 See DEAR study, Annex A: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/3/32/Final_Report_Annex_A.pdf
2 See for example Hope, A & Timmel, S (1984): Training for Transformation – a handbook for community workers (3 vols); Mambo Press, Gweru, Zimbabwe; Kane, L (2001): Popular Education and Social Change in Latin America; Latin America Bureau, London, UK

Reflections on 'engagement'

When talking about 'engagement', it is useful to reflect on both the processes and aims of engagement strategies. 'Engagement' implies a sense of duration and is thus often perceived as a 'journey' along a 'spectrum or continuum' of engagement levels (Trewby, 2012). Indeed, the CONCORD DARE Forum sees development education as a process or 'journey' which "enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues, to personal involvement and informed action"[3].

Yet this implies a very linear journey, which assumes that if people are informed about certain issues, they will consequently become engaged and pro-active in addressing it. In reality this is often not the case and a key challenge faced by development education practitioners is how to most effectively bridge the gaps between knowledge and action, or, awareness and active engagement. In this respect, Darnton and Kirk (2011) highlight the importance of addressing values in the engagement journey in order to inspire sustained and deeper engagement, and lasting change. The idea of engagement being a progressive 'journey' rather than a one-off action is indeed gaining ground within NGOs.

By framing global citizenship as a 'journey', this enables practitioners to focus on the destination, i.e. the societal change aimed for but also to recognise that there are a variety of paths to get there (Temple and Laycock, 2008). Rather than seeing engagement as a linear process of learn-think-act, it can be seen as a more integrated, spiral approach (action/reflection-praxis) (Hayes and McNally, 2012), whereby sophisticated, critical knowledge of the issues does not have to be a precursor to action; rather action can actually be an initial 'pull' that draws people into the issues, and provides a positive basis from which to stimulate more critically informed engagement thereafter.

With particular reference to engaging young people on their journeys to becoming global citizens, they state that if we "insist that action can only come *after* fully informed, critical thinking, we risk being a barrier, rather than an enabler...if we dishearten or deter young people from taking well-meaning action, it is likely that they will simply disengage from us" (Temple and Laycock, 2008; 106). How is this contention dealt with by DEAR practitioners in their engagement approaches? What kind of engagement are DE practitioners aiming for? Is there a clear pathway or journey to engagement which is being supported?

Linking DEAR and the crisis: an opportunity to strengthen engagement approaches?

Concerns have been expressed that development education NGOs have developed a "blind spot" (Story, 2011; Hayes and McNally, 2012) in relation to the current economic crisis, and fail to link learning about broader issues of social injustice and the effects of neo-liberal globalisation to the crisis experienced within their local environments. Hayes and McNally (2012: 100) state the point quite succinctly:

> "*As development educators, we are working hard to raise awareness of global justice issues, working through educational processes to empower and enable learners to become agents of change - to become active, engaged citizens. We are busily focused on our strategies and our objectives... while an improbable activism explodes on the streets around us. Is this the result of years of development education work or has it happened despite DE?*"

Indeed, one of the key principles underlying development education is to make learning relevant to learners lives and current realities, and to develop an understanding of the interlinks between issues and events taking place in our local, national and global spaces. The assumption is that if learning is made relevant to people's lives then they are more likely to be able to engage with the issues themselves, as well as in action or activities

3 Definition of Development Education approved by the DARE Forum and endorsed by CONCORD during the General Assembly in 2004. More recent reflections on DE and public engagement can be found in the 2011 CONCORD DARE Forum position paper »Development needs Citizens« http://www.deeep.org/component/content/article/34-latest-news/112-dare-position-paper-on-dear.html.

aimed at tackling these issues. Recently, we have witnessed a variety of different responses throughout Europe to the economic crisis, ranging from passive disengagement and disillusionment, to active citizen engagement and action for social justice, to a rise in right-wing nationalist parties. How have development education practitioners responded to this and has the crisis and the response of citizens influenced DE engagement practices in any way?

There has been limited discourse on this issue to date in DE, yet as Stephen McCloskey (2012: 4) points out "there appears to be a public appetite for debate on alternatives to neo-liberalism judging by the anger and vociferousness of protests on this issue across the world". As a form of education driven by social justice and equality, he believes that DE should be at the heart of this debate. Hayes and McNally (2012: 103), referring to the Occupy movement[4] argue that these movements challenge development educators to question and rethink our theories of change - how does change occur at local, national and global levels and how and why do people become engaged in this change? What can DEAR practitioners learn from broader civil society approaches to engaging people?

Development education requires dynamic strategies that adapt to a social and political context which is permanently changing (Mesa, 2011). DEAR is now needed more than ever, as in times of uncertainty "people need to recover the confidence in their capacity to change reality and to transform our context...DEAR is also needed to expand the idea that another world is really possible, and to give citizens the tools and strengths to work towards that change" (Maria Carrecedo, 2012: 11). Citizens' movements and initiatives pose some key questions for development education practitioners, in particular, "how do we continue to walk out of the systems that have failed us and work collectively to create resilient ways of living? How do we use the sparks of the debate that has begun to light more fires, to ignite more powerful conversations and build a truly public forum for discussion and action?" (Hayes and McNally, 2012: 106)

4 This could also be applied to a range of citizen initiatives that have developed over the last few years in response to the crisis, including some of them who have participated in this research.

METHODOLOGY

This is the first of the planned DEEEP yearly reports to draw more light on the quality and impact of DEAR around Europe today – furthering what conventional quantitative evaluations cannot assess and exploring the practice and assumptions at the root of our work and the impacts we aim to achieve.

Research objectives

The research was based on two objectives:

1. to reveal current understandings and processes of citizen engagement within the context of the broader economic crisis and the extent to which this engagement relates to local, national or global issues;

2. to start a broader conversation about citizen engagement amongst the DEAR community by putting forward a set of suggested recommendations for improved citizen engagement approaches.

The aim was not to produce a comparative report but rather to select countries with a similar context, and to gain an insight and overview of the understandings of engagement approaches and challenges. Furthermore, in line with the action research approach, the report is not intended to be an in-depth academic analysis of citizen engagement, but rather a practitioner-friendly publication to stimulate further reflection on citizen engagement approaches. In this respect, the report is intended primarily for the European DEAR practitioner community, however, given that the conclusions are drawn from reflections amongst DEAR and non-DEAR civil society actors, it will also be of relevance to a broader range of practitioners working in the field of citizen engagement and social change.

Research approach

> ***"Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out."*** *(Carr and Kemmis, 1986: 162)*

In line with development education principles and processes, we wanted to ensure that the research process is at the same time an active learning and empowering process for DEAR practitioners and owned by them, rather than researchers, in order to ensure greater impact in terms of concrete DEAR practice. An action-research process was thus adopted with the national DEAR working group in Portugal, Cyprus and Greece, allowing practitioners to critically reflect on their work and plan together to improve their citizen engagement approaches in the future. Furthermore, broader civil society organisations, local initiatives and social movements working to engage citizens, were involved as a 'discussant' to help DE practitioners gain an 'external' critical perspective to their engagement work and to learn from other non-DEAR actors. This involved a typical action-research process, including *Investigation* (gathering information on how DEAR practitioners, as well as non-DEAR local groups, movements or CSOs engage citizens on domestic local/national issues in their work); *Reflection* and *Discussion* (interpreting the acquired information with the participants and discussing the implications); and *Action Planning* (responding to what has been found out and discussed to improve future work).

Overview of research methodology

Portugal was selected as the main country for research, with Greece and Cyprus as additional case studies, where a similar but shorter research process was carried out. A lead researcher was appointed in Portugal complemented by two workshop facilitators in Greece and Cyprus. The action-research process was carried out

between October 2013 and March 2014. It involved 2 full-day workshops in Portugal, one full-day workshop in Greece and two half-day workshops in Cyprus with the respective national DEAR working groups and local civil society organisations (see Annexes for full list of participants and detailed research/workshop methodology). The DEEEP research officer coordinated the overall process and supported the team, as well as co-analysing the findings and writing up the final report with the lead researcher. The report was circulated for feedback from the DARE forum research working group, the facilitators and DARE forum representative in Portugal, Cyprus and Greece and the DEEEP project manager.

Reflections on the research process: strengths, challenges and limitations

Strengths:

- The participatory dynamics, ABCD methodology and visioning processes (see Toolbox on page 32) were powerful reflection and learning moments which stimulated renewed 'engagement', ownership and motivation amongst DEAR practitioners themselves. 'Engagement' has become a focus area of the national platform in Cyprus as a result of this research and in Greece the process has helped to revitalise the national platform's DEAR group.
- The action-research process has had a strong linking effect between DEAR practitioners and broader civil society organisations, movements and initiatives. Bridges have been created and further collaboration is planned and on-going, which has been a very positive side-effect of the research.

Challenges:

- Representative results: the majority of the findings correspond to Portugal given that it was the focus country, complemented by information from Greece and Cyprus. This means there is a risk that results from Greece and Cyprus were analysed in relation to key issues for Portugal. In order to address this issue, we decided to clearly outline the key differences between the country settings in the 'country context chapter' of the report, to clearly state which findings apply to which country/countries and to focus the report on commonalities, yet wherever there are clear differences to explicitly note this.
- Imbalances in depth of reflection: in Portugal the DEAR working group had a full day workshop on their own (without non-DEAR actors) and DEAR and non-DEAR actors were treated as two distinct groups at times, whereas in Greece and Cyprus both DEAR and non-DEAR actors were brought together at the same time and taken as one group (divisions were not made between DEAR and non-DEAR responses). Mixing the two target groups may have led to less open discussion as people may have felt less comfortable to discuss their 'sectors' weak points and desires for improvement. Furthermore, the shorter duration of the workshops in Greece and Cyprus meant that the discussion and reflection processes, and thus outcomes of the workshops were not as detailed or in-depth as those from Portugal.
- Language: although the action research was carried out in the local language, the findings had to be translated into English for the final analysis and report, meaning that certain points may have got 'lost in translation(s)'. In order to mitigate this risk, each of the in-country facilitators provided feedback on the draft report before finalisation.
- Quality and impact: there is no formal nor consensual quality and impact framework for DEAR in Europe to evaluate DEAR work or DEAR engagement processes. So rather than 'measuring' against certain pre-defined quality and impact criteria and indicators, we conducted a brief literature review to help contextualise the research and help guide the analysis. The report has mainly drawn on participants views on quality DE for framing the recommendations in the final chapter.
- Overambitious: the scope of the research was very ambitious and there was not enough time to develop meaningful Theories of Change, which was initially planned. So instead we decided to create a set of initial recommendations for further reflection and elaboration when planning engagement strategies.

NATIONAL DEAR CONTEXTS

Portugal

Main stakeholders

In 2001 the Development Education Working Group (GTED) was created within the National Platform for Development NGOs in Portugal. In November 2005, the first ever "Strategic Vision for Portuguese Cooperation" officially defined Development Education[5] and the first DE budget line was created and has lasted up until now (with an interruption in 2011). Since 2005, a total of €4,556,990.38 has been invested in the co-financing of 105 DEAR projects, implemented by 23 NGDOs (Santos, 2013: 64). Most DEAR funding has been given to awareness raising and non-formal education projects, and only recently have more advocacy- focused projects received funding. DE funding and the type of projects supported has depended very much on the government of the day.

Gaining recognition of the important role of DE within the platform is an ongoing challenge, yet with the restructuring and revitalisation of the GTED in 2009, it was finally recognised by the new Board of the platform as one of its strongest assets, with 17 members[6]. At the end of 2013, from the 65 NGOs associated in the Platform, fourteen NGDOs are members of GTED[7]. A few of these organizations are foundations, the majority are associations and there is a local development association. The representatives meet monthly and discuss DE issues, share experiences and plan activities to reinforce DE's role in civil society. The group also collaborates in the implementation of the National DEAR strategy (see below), contributing annually to its action plan and its yearly assessment. The GTED action plan for 2014 has 3 main objectives: to enlarge and solidify DEAR knowledge, including its practical dimension at three levels (GTED; Platform NGDOs; other specific actors and agents); accompany and influence policy and international/national groups/institutions; and reinforce GTED communication with the general public, the Platform board and the CICL (former IPAD, the Portuguese Cooperation Agency).

National DEAR strategy

The GTED played an important role in the building of the national strategy (ENED)[8] which has become a reference charter for DEAR. The process for developing the strategy was launched in 2008 through a participatory, multi-stakeholder process aimed at building the strategies, typologies and milestones of the national strategy. It was drafted in April 2009 and published in November 2009, with the joint signatures of both the Ministry of Education and the Ministry of Foreign Affairs. The accompanying Action Plan was signed by all stakeholders, not only ministers- this may be the reason why the national strategy has managed to survive 4 governmental changes so far.

The GTED is very engaged and wants to move away from more traditional concepts of DEAR and awareness raising for development towards a concept of DEAR as a tool for systemic change for global social justice. But they are aware they are a minority within Portuguese NGOs, and that although the national strategy has strengthened their work, the context is fragile – further threatened by financial constraints.

This is set against a broader backdrop where participation in traditional civil society organisations (CSOs) is decreasing, an increasing number of voters are abstaining in elections, and trust in state policies and institutions is at a low level. According to Santos (2013), "citizens are more available to involve in one-time causes, using new media along with traditional participation mechanisms – but are less available for continuous associative/collec-

5 DE was defined as "a continuum educational process that nurtures social, cultural, political and economical interrelations between the North and South, promoting solidarity values and attitudes characteristic of a responsible global citizenship. In itself contains an active learning process that allows to raise awareness and mobilize the society for the priorities of a human sustainable development.", in "Strategic Vision for Portuguese Cooperation", by João Gomes Cravinho, IPAD, 2008.

6 See the GTED Action Plan 2010;

7 Members of GTED: ADRA, AidGlobal, CIDAC, CPR, Engenho & Obra, FEC, Fundação Cidade de Lisboa, Fundação Gonçalo da Silveira, G.A.S. Porto, Graal, IMVF, ISU, Par, Rosto Solidário

8 See Portugal's DE National Strategy in English at www.instituto-camoes.pt/images/cooperacao/national_strategy_development.pdf

tive engagement." However, in spite of a national tendency to focus on the unaccomplished projects of collective dreams, a great deal has been achieved through 40 years of democracy in Portugal. The examples presented in this report are indeed examples of the vitality of Portuguese CSOs, collectives and movements.

Greece

The national context of DEAR in Greece is relatively underdeveloped compared to many other European countries. At institutional level DEAR has been formally recognized only by the Ministry of Foreign Affairs and before the crisis DEAR NGO activities had received small funds from Hellenic Aid as part of the national ODA budget.

Since 2009, this funding has been practically cut. In terms of the formal education system, the concept of global education is marginalized and far behind that of being mainstreamed. There is neither a formal national DE/GE strategy nor budget available to support non-formal initiatives, therefore the role of Ministry of Education is limited to approving extra-curricular educational materials produced by other DE actors on the basis of their relevance to the formal curriculum.

At CSO level, the following three categories of DEAR actors are present:

a. NGDOs

b. Other NGOs working on Global Education (defining it as such or not)

c. Grass root movements that develop DE- type activities, but without framing them under this specific definition

NGDOs are members of the Hellenic Platform of NGDOs and have formed a DE working group. This working group has been underworking due to a lack of resources and clear common interests and objectives. In 2007 a strategy was defined and priorities for 2008-2009 were set, but no follow up made. At this moment there is a renewed interest from CSOs (both typical NGDOs and others) to recommit to a working group that will go beyond the core issues each organisation is dealing with.

Linking global to local (and vice versa) is one of the major challenges DEAR actors have been facing from before and even more during the crisis – and this recent context has grown into what we might characterize as introversion, individualism, nationalism and indifference for quality of public space. This adds to a formal educational system and spaces (schools, universities) that are not easily accessible for implementing DEAR activities, as for example, formal education does not support critical thinking and the identity of global citizenship. It also leads to public mistrust and prejudice towards NGOs, translated in an unfriendly media space.

Cyprus

Cyprus is a small country with a relatively young civil society. Cyprus only gained independence from the British colonial powers in 1960, but inter-communal clashes broke out three years later, resulting in the UN Peacekeeping mission UNFICYP being stationed in Cyprus since 1964. The coup d'état and Turkish invasion of 1974 have left Cyprus divided into the Greek Cypriot controlled southern part of the island, and the Turkish controlled northern part, which claimed independence in 1983, however is only recognized by Turkey. The Republic of Cyprus joined the EU in 2004, however the *acquis communautaire* remains suspended in the north. Checkpoints have partially opened in 2003 and allow people to cross the UN Buffer zone. A new round of peace negotiations has just kicked off. Since the 1990s there have been many peace-building and reconciliation efforts by civil society and CSOs. DEAR activities are mainly implemented by a small number of CSOs in the Greek Cypriot community, who have been actively involved in EU-funded DEAR projects since 2008.

Overall, the main DEAR stakeholders in Cyprus can be summarized as:

- CSOs that work on particular DE projects
- The Ministry of Education and Culture of the Republic of Cyprus, which has been supporting the Global Education Week, and has established the Inter-Sectoral Committee for Global Education (including MOEC departments, CSOs, Pedagogical Institute)
- Teachers who have participated in (mainly EU-funded) DE activities and are practicing DE approaches within the classroom
- The Pedagogical Institute through its leadership role in the National Strategy for Education for Sustainable Development, encompassing elements of Global/ Development Education.

Further to the CSOs that have been actively involved in European DEAR projects, other local CSOs are implementing projects and activities that are very closely related to DEAR, but are not labelled as such, or understood as such by their actors. No funding mechanism for Development Education/ Global Education exists in Cyprus.

In terms of the main focus of the stakeholders, their target groups and main activities, the following are the most prominent among the CSOs involved in DEAR:

- Teachers (through teacher training, school activities, resource development)
- Youth (including youth organizations, university students, young graduates, young professionals – involved in trainings to add a global dimension to their regular work/ activities, to act as global citizens, discuss global topics in the local context)
- Universities (to include a development focus into the teaching)
- Policy Makers (in order to include a DEAR dimension into national policies, ODA spending)

Currently, Cyprus finds itself in a deep economic crisis. In March 2013, an agreement on a financial rescue package was reached between the government of Cyprus and the Troika of international lenders (ECB, EC, IMF), which included among others the resolution of Cyprus' second largest bank (Cyprus Popular Bank), along with the unprecedented decision of a so-called 'haircut' on all uninsured deposits of Cyprus Popular Bank and a 'haircut' of 47,5% of all uninsured deposits in the Bank of Cyprus. These conditions have heavily affected many citizens as well as the economy as a whole. At the same time, it seems that in the media and on the national political scene, the economy is the number one priority, while the national problem and the reconciliation process 'lost' attention. Only recently, new and alternative initiatives are being formed by citizens as a response to the crisis.

Summary

Portugal, as the focus country of this research, has a relatively strong national framework for development education, with a national strategy and a strong DE working group within the national NGO platform – despite the recent cutbacks in funding. Cyprus and Greece are characterised by weaker support structures for DE, no official or active DE working groups and very limited funding – but a few strong organizations delivering innovative actions and projects, although they might not specifically be termed as 'DEAR'. Given the national strategy in Portugal, a lot of conceptual groundwork has been done in terms of understandings of DE theory and practice, which has still to come in Greece and Cyprus. The European Development Education Monitoring Report (2010) categorises DE in Portugal as being predominantly »Global education« and »life skills« approach to development education, whilst in Greece DE is considered mainly to be about »awareness raising« about development issues. Due to a lack of available information at that time, the Cyprus concept of DE was not categorised. All three countries appear to have experienced a certain degree of citizen disengagement from traditional CSOs/NGOs during the crisis, although certain new and alternative initiatives have indeed been formed by citizens in response to the crisis.

FINDINGS AND ANALYSIS

TAKING STOCK:

What engagement practices have been used so far by DEAR practitioners and what has been the impact?

Engagement approaches: Although all practitioners recognise that engagement is a fundamental part of their work, very few have clearly defined engagement strategies. Rather there tends to be a focus on engaging target groups in specific actions or projects, meaning that it becomes a tactical issue, comprised of a sum of ad-hoc actions or short term projects. Engagement in practice is therefore often short-term oriented rather than long term, although participants agreed that both are necessary for successful engagement. It also often seems to be the same people that are being repeatedly targeted. For example, most organisations engage young people as well as those working with youth; others engage specific target groups often linked to specific project based activities such as teachers, local authorities, media.

Engagement tools: The most commonly used engagement tools are awareness raising campaigns and activities, complemented by advocacy work, capacity building and formal and non-formal global education. The promotion of ethical consumption and fundraising were also considered to be tools for engagement in Greece. Running workshops with schools, organising teacher-training seminars and training sessions for volunteers, conferences and debates, as well as online campaigns, advocacy campaigns (letter writing, petitions, Calls for Action) were commonly mentioned engagement methods.

Impact: DEAR practitioners feel that the impact of these type of engagement activities have been teacher empowerment (teachers becoming protagonists of DEAR themselves), greater interest in and deeper understanding of the world and our interdependencies, changes in consumption patterns, greater political consciousness, greater ability to make local-global links, and changes in attitudes. However, they also added that it is difficult to measure or see impact.

This initial reflection revealed that up until now engagement processes have tended to be ad-hoc rather than long-term and strategic. Practitioners were thus eager to take up the opportunity that this action research provided to engage in a deeper and more systemic reflection on their understandings and practices of 'engagement' in order to work towards improved engagement strategies. These discussions opened up a wide range of questions and challenges which will be further explored in the following section.

EXPLORING ENGAGEMENT

What is engagement?

> ***"Engagement is not about 'seducing' into action but 'stimulating' reflection"*** *(DEAR WG participant, Portugal)*
>
> ***"Why do we want to engage people? It is not in order to drive people to one concrete action, but it is about giving a key to a common drive (for social justice)"*** *(DEAR WG participant, Portugal)*
>
> ***"Every time a training session concludes and the participants continue to have questions, ideas they want to share and decide to take action, I think it is a small victory for engagement"*** *(participant, Greece)*

Engagement is a complex concept which is interpreted in various ways by DEAR practitioners. On the whole, there was agreement on the overall aim of DEAR engagement work, which is to develop active (global) citizens committed to working for change towards a fairer world. However, there are various understandings of what engagement means as a process and how it looks in practice.

There was also a clear division between the 'ideals' of engagement and the project-based reality within which DEAR practitioners have to work. Whilst all practitioners agreed that the ultimate aim of engagement is to achieve broader social change, in reality engagement activities are linked to specific project activities and events, meaning it is often short-term, activity oriented, rather than long-term, systemically oriented.

With this background in mind, most respondents in Cyprus felt that DEAR engagement processes are about mobilising people to support a specific activity or project. In Greece there was a strong conceptual consensus that engagement is about being active (volunteer, activist, advocate), being political (aware of rights and obligations, critical thinker, risk taker, change maker), being connected (not a sole player but a member of society where collective decisions and actions are taken) and being global (committed to the core values of global justice and solidarity, aware of global connections and his/her role in building a more sustainable world community). In terms of engagement processes, some practitioners in Portugal felt that it was about facilitating people's own engagement journeys; in this sense, supporting a deeper reflection and learning process through which people decide for themselves how they would like to engage, rather than promoting pre-determined forms of engagement. In this respect, engagement is not about seducing someone into a one-night stand of passion[9], but becoming 'engaged' is making a deep commitment to a relationship with the causes, values and world you believe in; it is a steady long-term relationship.

This raised interesting questions such as: how much input is needed from DEAR practitioners when facilitating engagement? Should engagement processes be about posing solutions or questions? Is engagement individual or collective? The following section presents the key points of discussion from this group reflection process on engagement between DEAR and non-DEAR stakeholders.

Are 'mobilisation' and 'engagement' the same thing?

There was some interesting reflection on terminology used around engagement. In Cyprus, for example, participants tended to understand engagement and mobilisation as the same process- as about encouraging people to take action for a specific cause. However, in Portugal these two terms were seen as contentious by some. Whilst some felt that engagement is indeed about mobilising people to support a specific cause or get involved in a particular pre-determined action, others felt that engagement is different from mobilisation in that it focuses on the

9 We acknowledge Momodou Sallah (Professor, De Montford University, UK) as the author of this humorous analogy on engagement, referred to during the workshop "Global youth work in action: a study exploring the efficacy of global youth work as a pedagogical tool to engage young people on the margins in the UK", in the European Research Conference "Global Justice through Global Education", Brussels, 20 November 2013

process, not the outcome. In this sense, engagement is about a journey, an open process, in which the 'engaged persons' decide themselves on how and what to engage with. As one Portuguese participant stated, "*DEAR's role is to unite people and facilitate their engagement. What they then decide to do is beyond DEAR's ability to control...*"

Furthermore, participants in Portugal raised the point that DEAR itself is in transition; that we are leaving the more charity-based ('assistencialist') frame of previous decades, and we must now focus on what DEAR can really offer. They suggested that the role of DEAR may not be to promote immediate change, but rather to make people think, reflect and debate - and through this process, to facilitate deeper engagement. They added that this space is crucial at a time when we seem to be bombarded with information, constantly in a rush, with no time left to really think. Nevertheless, at the same time concern was expressed that many of the themes addressed in DEAR are complex and not very tangible and that learning processes that are too open-ended can leave participants feeling disempowered, impotent and in search of solutions and answers. Some argue that if DEAR is about creating the desire to take action, should we not also take on the responsibility of facilitating or providing guidelines for concrete action?

What do we mean by 'action' within engagement processes?

There was also some reflection on what 'action' means. Does being engaged equate to participating in visible, collective actions (considering yourself an 'activist') to change broader societal and economic structures and policies, or is it more about personal engagement and change (demonstrated through reflection, developing a certain attitude to the world, which may be less visible as a concrete action to the outside world)? One participant in Portugal felt that "*action is vital, but reflection is also an action*". In this sense, engagement does not have to be about mobilising people for 'big actions' but it can simply be a reflection moment, the start of a sharing circle etc. In this respect, an engaged person could be someone who cares for their elder relatives, or for their house, and starts living a simpler life better connected to nature and other human beings.

However, other DEAR participants in Portugal feel there is a need to make DEAR more 'concrete' and 'tangible' and identified a need for DEAR to engage with more "*concrete action for change*". This naturally raises the question as to the relationship between 'individual' action and 'collective' action. As one DEAR participant in Portugal stated, "*engagement is a personal transformation that should lead towards collective action*". Participants across all three countries, although recognising the importance of individual or personal transformation, appeared to emphasise the collective or community dimension to action and engagement. Indeed in Greece, the important role of values and peer pressure were suggested as critical to bridge the knowledge-attitude-practice gap at personal level, reinforcing the theory that engagement is not an isolated but a collective pathway. Is collective action always the overall aim, and personal engagement just a part of the process? Or can personal change and engagement be considered as an end too? This lead on to the following discussion about seeing engagement as a continuum, with different emphasis on individual or collective engagement at different stages:

Engagement journey as a continuum

> ***"We should not moralise or judge what we might consider 'superficial' engagement, but rather see it as a starting point from which to build on"*** *(DEAR WG participants, Portugal)*

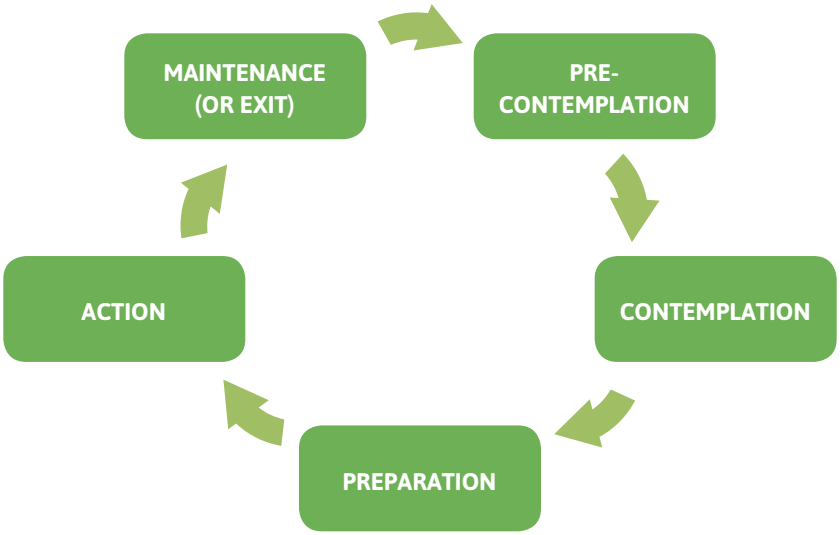
Participants in Portugal recognised that there are different stages of engagement along a continuum, mentioning the importance of 'meeting people where they are' and acknowledging different scales of engagement, including personal to collective, local to global, mainstream to alternative, to political. People have different needs depending on where they are in their engagement journeys, and whilst some may be receptive to open, critically reflective engagement processes, others may find it easier to engage if they are provided with certain concrete actions or guidelines to follow.

Recognising that engagement is a process, a pathway or a journey means being able to value engagement at all levels or stages. However, DEAR practitioners in Portugal recognised that they are often quick to judge or criticise what they perceive to be 'shallow' or uncritical forms of engagement given that there is a very real concern about how to move away from fragmented, ad-hoc engagement to more in-depth and long term commitment. Yet one participant questioned whether "*it is necessary to know global issues by heart and have spent hours reflecting on them before becoming involved in any action for change? We need to include everyone and have different 'entry levels'*".

There is a need to recognise that people we work with are different ages, have different backgrounds, different levels of knowledge and experience, different needs depending on where they are in their engagement journeys. One DEAR participant from Portugal felt that we must be careful not to "*moralise on enthusiasm*", especially from children and young people. She felt that DEAR raises so many worries and frustrations amongst young people, and that we must find ways to help them get over that frustration, and potential feelings of disempowerment. She suggested "*maybe we need to preview levels of engagement and have some 'answers', some ideas, some guidance at all levels of the engagement spectrum*". It is about how we can dedicate more time to supporting and accompanying participants in their engagement journeys; how we can strengthen campaigns and awareness raising activities with in-depth learning opportunities.

An example provided by the Transition Movement[10] Portugal highlighted the importance of recognising different stages of engagement and adapting engagement strategies accordingly: "*In Aldeia des Amoreiras we know every person and we know that they are all in different stages of change and the needs are different. So we need to promote encounters, give information, provide trainings according to these different needs.*" (Transition Movement member, Portugal).

The Transition movement member in Portugal shared this Cycle of change used in transition training sessions. It was presented to the DEAR and non-DEAR participants as a way to understand change and engagement as a cyclical process, with different stages of a journey, that require different types of input and guidance along the way. Drawing on this contribution, an adapted diagram for DEAR is presented in the **Tool box** on page 32, as a tool for guiding DEAR citizen engagement strategies.



10 Transition (towns) movement: http://www.transitionnetwork.org/

Meeting people where they are

> ***"In order to reach people, we really need to be with them, to meet them. Maybe we DEAR people see ourselves too much as professionals- we don't meet with people from the outside world enough (like in this workshop)- regularity of meetings is needed in order to stimulate reflection and reach action"*** *(DEAR WG participant, Portugal)*

Is DEAR really engaging with what matters to people? Participants across the board felt that engagement efforts are often missing a clear purpose that the people we are trying to engage can relate to. Several participants in Portugal highlighted the importance of entering into citizens' worlds rather than trying to bring them into our world and mobilise them for 'our' issues. Indeed, many non-DEAR actors felt that NGOs tend not to carry out baseline needs and situation assessments and therefore don't always adapt to the requirements of their target groups. Some of the Portuguese DEAR WG felt that this could be because DEAR has become too "professionalised", which has separated it from the broader public.

This brings up the question of ownership and whose agenda is being promoted? Developing the sense of ownership was recognised as a critical success factor for long lasting engagement in all countries, yet something which is a challenge for DEAR at present. Reasons for lack of ownership or disengagement were suggested to be disappointment and lack of trust in NGOs, limited involvement only in the implementation phase of activities rather than all stages, low investment from CSOs in designing and implementing the engagement journey for their supporters/volunteers (lack of resources and weak culture), and the fact that results are not immediate so it is difficult to see the impact of your actions. Discussion also centred on the importance of tailoring engagement strategies to meet the needs of different groups, something which is not necessarily being addressed at present within DEAR, due to lack of time and project focus. Nevertheless, one participant from Cyprus mentioned that this challenge is being addressed to a certain extent by bringing their project and discussion to the rural communities and their very local realities, rather than expecting them to attend the capital-based events and meetings.

Searching for clarity: demystifying DEAR

Linked to the above, concerns were expressed about the complexity of DEAR issues - does DEAR need to simplify its engagement work in order to better connect to citizens? One DEAR participant from Portugal commented that "*social movements have more concrete causes which people can relate to: NGOs seem less authentic*". Many felt that DEAR operates in its "*own bubble*", inadequately reaching out to broader citizens. DEAR actors recognise the complexity of the issues and the difficulties they face in explaining them to their target groups. The effectiveness of the sophisticated language used by DEAR actors when speaking to the public is broadly questioned. In Portugal, some felt that "*DE has a very large, global scope of thematics and if we don't specialise, we don't deepen anything in our work*", suggesting that we need to "*elaborate projects that focus on one theme that enables deepening of knowledge connection to the local level.*"

One participant from a local initiative in Lisbon said that many of their volunteers had tried to work with other NGOs as volunteers but had given up because it was 'too complicated' and they had consequently become engaged in their project (organising meals with the homeless) due to its simplicity and rootedness: "The main strategy is to keep it simple: and that is why we can really reach all people, who find here another way to make their civic participation. Many people told us they tried going to other organisations as volunteers and they say 'it was very complicated'. We simply organised shared meals between volunteers and people living on the streets. This is a departure point- from there, a self-consciousness can develop, an interest on the other person and a will to participate." (Portuguese participant from Serve the City Lisboa).

Furthermore, in many cases it was unclear who the target audience of DEAR is. Does DEAR aim to reach a wide range of target groups but risk shallow involvement? DEAR needs to have a clearer stand on whether it is aiming

to engage the masses or smaller groups of deeply committed individuals, and recognise the implications this is likely to have on engagement levels. As the Transition Movement member from Portugal commented, "*In an NGO I worked with, we made so many actions and sometimes we did not know anymore with whom we were working... which makes it hard to maintain engagement.*" Linked to this, Portuguese participants raised the need to discover new, alternative ways to communicate, from social media to innovative community communication methods. They felt that mass communication tools can be useful if targeted strategically, but they are only a means to bring people together for further and deeper collaboration.

ENGAGEMENT IN TIMES OF CRISIS

> ***"The crisis brings to light the dysfunctional nature of our system. That in itself is already an opportunity to show people we can live in a different way"*** *(participant from the Transition Movement, Portugal)*
>
> ***"The crisis has been a wake-up call for DEAR NGOs. We need to get out of the office and into the world around us. NGOs are in transition too..."*** *(DEAR WG participant, Portugal)*

The crisis is promoting greater reflection within NGOs about who they are and what they want to do. It is promoting a greater awareness of the need to take a systemic approach, to work for systemic and coherent change, rather than ad-hoc activities. Several participants felt that NGOs are changing from within the system they are a part of: sharing new paradigms and learning with alternative initiatives and social movements. Participants saw the crisis as opening up some opportunities for change and increased engagement, but also certain threats. The main opportunity opened up by the crisis is that it is a chance to demonstrate alternatives: people have realised that the current system is not working and are looking for something different.

There has thus been an increase in public susceptibility and willingness to listen to civil society and the alternatives being proposed. Practical examples of alternatives such as time banks, self-sufficiency, community gardens, exchange economy, up-cycling, etc., demonstrate that things can be done differently. This is incredibly important, as the Portuguese transition movement member pointed out, "*frustration can be a motivation for change; but we also need to dream, and have the desire to change*". Seeing alternatives motivates people to dream and imagine things differently. It is also a chance to reconnect people with values of solidarity, collective and humanist values, rather than individualism.

In Cyprus, participants highlighted the fact that higher levels of unemployment means that people have more time to attend alternative events, initiatives etc. Volunteering is also on the increase, especially amongst young people, as a way to gain skills and experience in lieu of a job. However, the crisis is also perceived to have led to a rise in introversion, apathy (especially amongst young people), individualism, nationalism and indifference for quality of public space, as well as public mistrust and prejudice towards NGOs, especially in Greece. The crisis in Cyprus, and with it the strong solidarity within the Cypriot society also brings new challenges to engaging citizens for global justice. The focus is very much on Cyprus as a poor country now with big problems of its own- so why engage to help other people's problems while we have our own to deal with? The solidarity and charity activities that are being organised across Cyprus are also very much centred around Cypriots, Cypriot products, Cypriot economy and the Cypriot community- leaving out migrant communities, as well as missing the global dimension of economic alternatives.

This phenomenon was also noted in both Greece and Portugal. In Greece, two different understandings of the crisis were noted between NGOs and grassroots civil society. On the one hand, the formal NGO sector stresses the negative socio-political and economic aspects and their impact on citizen engagement journeys. Human rights threats, the need to reclaim the basics, the drawback on policies for sustainable development, collective depres-

sion and the rise of right wing extremist parties are seen as obstacles for successful citizen engagement. The second understanding comes from the informal grassroots initiatives and social movements, which highlight the positive elements of the crisis such as increased networking through social media and alternative open software, increased understanding of global interdependencies and increased engagement.

This raises important questions as to how DEAR could/should adapt its engagement strategies in light of the crisis context:

Linking to the local context

> ***"...our answer (to the crisis) is mostly disconnected from the local and instead focused on the global; so we are in a transition for a new way to connect local and global"*** *(DEAR WG participant, Portugal)*

Some DEAR participants in Portugal felt that DEAR tries to 'force' the global over the local. Participants across all three countries agreed that it is very difficult to engage citizens for a global cause or issue and many say they have only succeeded when breaking it down to very local realities and interests, among them the crisis situation. All practitioners saw the need to see what is there at local level and to make much stronger links to the local context. Many emphasised the need to 'move out of the DEAR bubble', to work more at local level, and to link better with social movements and other local initiatives and organisations. Participants in Portugal mentioned that NGOs and social movements can learn from each other- NGOs bring the educational and learning perspective, social movements the direct action. Others mentioned that the crisis 'makes the world disappear' and makes us focus only on the here and now. This is a challenge to DEAR NGOs in all three countries. Although it might be a challenging step to make, some participants suggested that DEAR's role could be to help social movements bring the global dimension to their protests and make these links. The crisis and its implications in various countries reveal the interconnectedness of the world and this should be used as an opportunity to make local-global connections.

Experimentation and innovation

> ***"To inspire change, development education should support niche-experiments"*** *(DEAR WG participant, Portugal)*

> ***"Experience and example should be the base for development education- focus on gaining knowledge from alternative experiments, pilot cases or lifestyles"*** *(DEAR WG participant, Portugal)*

> ***"For me, ideas of engaging the masses, gathering partners for my cause or for my project, does not really drive me. I do not identify myself with the idea of 'marketing for clients' or seeing this in a consumption and marketing perspective...I'm fascinated with the alternative solutions people find and how people can experiment and try. Apathy is what worries me"*** *(Member of local collectives and movements, Portugal).*

The crisis has seen a rise in the number of social experiments taking place by active citizens and the creation of alternative ways of doing things. But where is DEAR in all of this? Does DEAR want to be part of the experiments and the modelling of alternatives, and if so, how? What implications does this have for engagement strategies, as would this not mean leaving pre-determined, top down agendas focused on 'engaging the masses' behind, and providing space for experimentation, new ways of thinking and trying out new ways of doing? If DEAR wants to be involved in *"visioning other interventions and thinking of alternatives"* (DEAR WG participant, Portugal) then an engagement approach which focuses on mobilising for a pre-determined cause or action, may no longer be the most appropriate as the crisis promotes *"self-organisation of alternatives"*. The big question is, *"how do we connect all of these 'alternatives'? Any movement to achieve change must be systemic."*

Is DEAR engaging for revolution or evolution?

Finally, in Portugal the question was raised as to whether "*DEAR is engaging for revolution or evolution*?" with several practitioners arguing that DEAR organisations should see themselves more as a 'system changer'. Some felt that DEAR needs to "*be more political, to leave the correctness of NGOs as our impartiality pushes us away from people sometimes*" (DEAR WG participants, Portugal), and others felt it was important to "*create spaces for resistance*" (member of several local collectives and movements in Portugal). In both Greece and Portugal, participants felt there was a need to link into the political debates resulting from the crisis, to support citizens in engaging in participative and representative political processes and to advocate for policy changes and new governance structures. Is DEAR prepared to be more radical, to step out of its 'safe world'? Although there were no clear answers to these questions, there was a general agreement that the crisis has convinced many that there is an urgent need for systemic change and for political engagement, if we want any real change towards greater global justice. Indeed, one participant went as far as saying "*We should be working towards extinguishing NGOs - moving towards an outcome where NGOs are no longer needed*" (DEAR WG participant, Portugal).

Above we have discussed key points of contentions and debate around engagement. Drawing on the discussion, a summary of the key challenges facing DEAR and engagement can be found below:

KEY CHALLENGES OF ENGAGEMENT

CONTEXTUAL CHALLENGES

DEAR is disconnected from the local context/reality: DEAR lacks explicit connections to local and national issues, lacks links and partnerships with other CSOs, social movements and local initiatives for change. DEAR tends to operate in its own 'bubble' with limited opportunity to connect with 'real people' /the average person on the street and learn about the issues that are important to them. This is particular pertinent in the context of the crisis.

Connecting global to local and vice versa in a way that is meaningful: this is not a new challenge for DEAR, but something that has been accentuated during the crisis where in some cases there has been a rise in introversion, individualism and nationalism. DEAR efforts are often missing a clear purpose that the people we are trying to engage can relate to.

STRATEGIC CHALLENGES

Lack of engagement strategies: engagement activities often tend to be ad-hoc and project related rather than strategically planned as a long term process of supporting engagement journeys. This results in:

a. ***Lack of sense of ownership:*** *limited involvement only in implementation phase of activities instead of participation at all stages*

b. ***Lack of clarity on DEAR's own objectives and role in engagement:*** *Is DEAR leading towards a specific change or is it facilitating the emergence of change from the bottom up? In this respect there is a lack of clarity amongst DEAR practitioners as to how to make their intentions explicit, as well as whether DEAR engagement work should be outcome/action oriented or process/reflection oriented, the extent to which it should be political, and whether DEAR is adopting a 'radical', 'alternative' or 'experimental' approach to change or more mainstream, traditional mobilisation approaches*

c. ***Little focus on tailoring engagement strategies to different target groups***
Although engagement is recognised as a process or a journey, DEAR doesn't tend to focus on providing targeted engagement input/support to meet the needs of different target groups and people at different stages in the engagement process

d. ***Limited impact:*** *Results do not come soon, often difficult to see the direct impact of your actions*

CHALLENGES OF SCALE

Engaging the masses? DEAR is concerned about superficial or shallow engagement but lacks a clear position on whether it is aiming to engage the masses, or smaller groups of really deeply committed individuals.

Change at the micro- level and/or macro-level? There is a lack of clarity as to the relationship between engaging people for personal change or for social change, or whether DEAR is working for local change as well as global change.

LOGISTICAL CHALLENGES

Project focused: the focus on project deliverables can risk losing the bigger picture and longer term dimension of engagement and change.

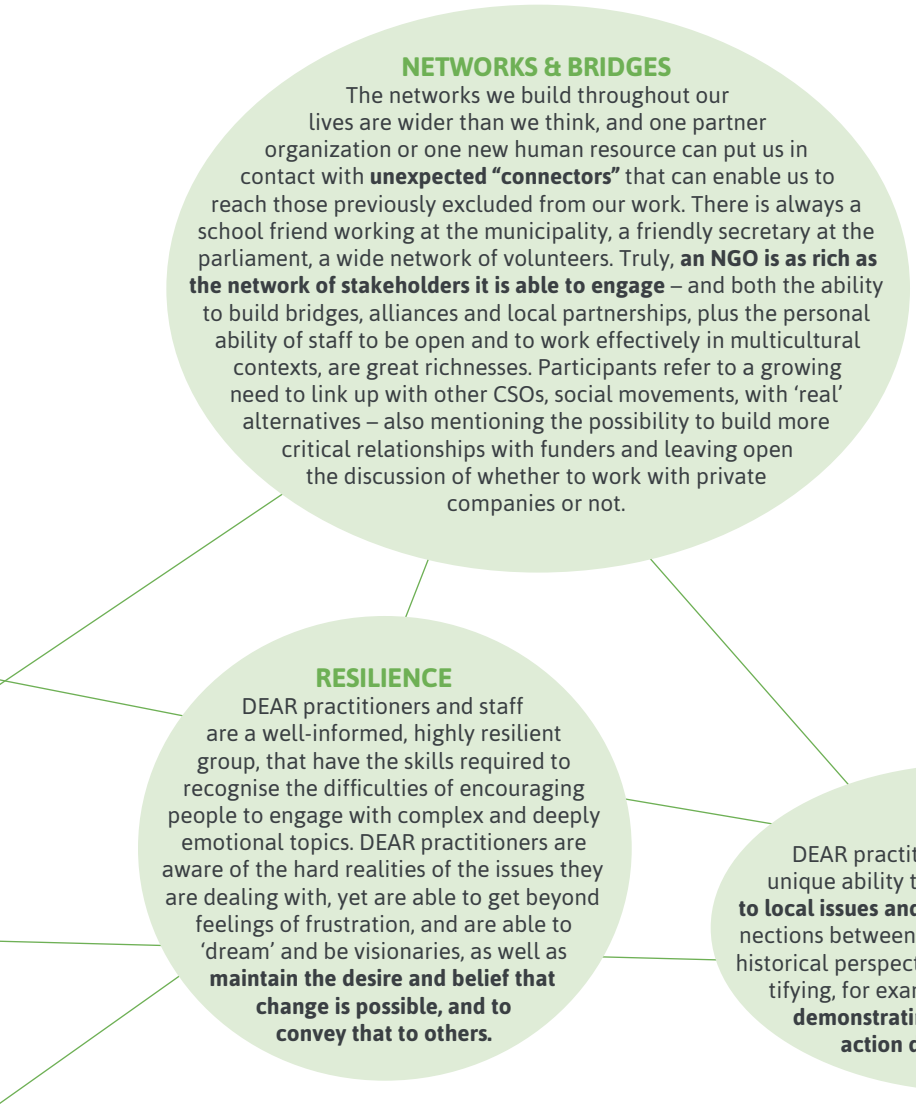
Time: DEAR practitioners lack time to invest in providing strong, consistent and strategic levels of support to people in their engagement journeys, and in building partnerships within wider civil society.

Resources: DEAR actors have limited resources and they haven't been able to match their forces to implement common strategies and actions for citizen engagement

THE RICHNESSES OF DEAR

What are the richnesses within the dear community that can foster stronger citizen engagement?

Given the challenges, taking into consideration the crisis context and before going any further, we took a look at the richnesses the DEAR community identified itself, drawing some inspiration from the ABCD methodology (Asset Based Community Development - see explanatory box on the next page). Rather than focus on what is lacking this helps us identify what other richnesses NGOs have which are not being fully utilised:



Asset Based Community Development (ABCD) – For the purpose of this research, we decided not to focus on the negative past and present constraints faced by the DEAR community, so we quit using problem trees or SWOT analysis and drew inspiration from the ABCD methodology as used by Cormac Russell, Director of ABCD Network Europe and Nurture Development Ireland[1]. An ABCD approach starts from looking first at the richnesses within the community which can be drawn upon for effective community development, rather than the traditional focus on problems or what is lacking in the community. An ABCD process always starts by mapping and identifying the several types of richnesses of a community: the talents, the passions, the potentials and the connectors that can trigger change- these always turn out to be more numerous than the community previously thought and can then be mobilised for its development.

1 For more information see http://www.nurture-development.org/

CONCLUSIONS

This action research process has been a valuable reflection and learning process for participants and researchers alike. It has revealed some of the key debates and challenges related to engagement, especially in light of the crisis context. The research also gave participants a chance to identify the strengths and richnesses of the DEAR and CSO community and how these can be drawn upon in order to strengthen engagement approaches, elevate the quality of their actions and projects and achieve more impact.

Overall DEAR participants in all three countries have not developed clear engagement strategies within their work, but rather tend to focus their engagement approaches around specific projects. This project implementation focus hinders the extent to which DEAR practitioners are able to engage citizens in the long term and support engagement journeys. In all three countries there is also a concern that the DEAR community functions in a 'bubble', speaking its own complex language and not adequately connecting to the local context and local initiatives, or tailoring engagement efforts to the needs and interests of citizens.

Whilst there was quite a strong conceptual consensus amongst DEAR and non-DEAR actors about the fundamental characteristics of an 'engaged citizen' there was less clarity on DEAR's role in enabling this elusive 'engaged citizen' to emerge. Below we have drawn on participants discussions and summarised the main characteristics of an engaged citizen, which is the goal to which DEAR is working towards:

What are the characteristics of an engaged citizen?	
Active	Taking action for a cause you believe in becomes a pattern of life; being a volunteer/activist/advocate over the long term
A multiplier	Being an agent of change, demonstrating through example
Political	Conscious, aware of rights and obligations, critical thinker, risk taker and change maker
Connected	Not seen as a sole player but as a member of a network or community where collective decisions and actions are taken; part of collective action
Local/global	Recognises the global is also local; committed to the core values of global justice and solidarity; aware of global connections and his/her role in building a sustainable community
Self-reflective	Open to personal transformation; critically reflective
Emotional	Engaged with your heart as well as your head
Consistent	Being engaged becomes a way of life, rather than appeasing conscience through one-off actions
Emancipated	Knowledgeable and critical thinker able to decide for themselves when, where and how to engage
Rooted	Rooted in local context, place, family and community
On a journey	A process, a continuum, that must keep feeding & visioning change

In all three countries, DEAR was considered to be a key driver for engagement, either through mobilising citizens for action, or through more process-oriented approaches whereby DEAR is a 'supporter' of more open, citizen-driven engagement journeys, whilst acknowledging that this approach is hard to implement within a project- focused, outcome oriented DEAR environment.

In Portugal in particular, there was a strong recognition of an engagement 'spectrum or continuum', however little attention has been paid to conceptualising this continuum and strategies to effectively bridge the gaps between knowledge and action, and awareness and active engagement, as mentioned in the introductory chapter. This also suggests that in countries with a weaker DE context, such as Cyprus and Greece, engagement may tend to focus more on action, or linear engagement processes of awareness-understanding-action, whilst in stronger DE contexts such as Portugal, there is greater consideration of engagement as an open process or continuum in theory, whilst how to implement this in practice remains a challenge. Drawing on these discussions, we can therefore summarise five interlinked and overlapping roles for DEAR identified in the research:

Role(s) of DEAR in citizen engagement			
DEAR's role	**Details**	**Strengths**	**Risks**
Facilitator or mediator	Provide the space for people to meet, discuss questions, critically reflect on issues and build their own engagement pathways through guidance from DEAR practitioners	Empowering and 'bottom up' approach	Heavily dependent on individual commitment, less predictable and less solution oriented therefore risk of feelings of impotence
Bridge builder	Bridge-builder between different initiatives, movements, organisations, and between global and local levels	Enriching; enables DEAR to integrate better within its local context	Can this be integrated in institutional NGO culture and project mind-set without a lot of upheaval?
Mobiliser	Mobilising for action for a specific cause; predetermined and prepared engagement process ready for uptake from citizens	Easy for people to be a part of; useful for engagement for mass action	Top-down, does not promote ownership and is not tailored to the person
Source of inspiration	Demonstrating alternatives, giving historical perspectives and examples for change	Enables people to see that change is possible	Lack of concrete action, need of constant renovation, dependent on strong communication strategies

Connecting global to local and vice versa in a way that is meaningful has been a problem for the DEAR community, accentuated during the crisis. All participants agreed that it is very difficult to engage citizens for a global cause or issue and have only succeeded when breaking it down to very local realities and interests, among them the crisis situation. This can at times mean that the broader world 'disappears' and an awareness of the global dimension to our daily lives is less present. The crisis is thus perceived both as a threat to citizen engagement in that it has lead to a rise in nationalism, collective depression or introversion, yet at the same time opportunities to strengthen engagement have also been identified through a rise in citizen movements and local initiatives for change. The crisis has brought poverty closer to home; it now has a visible face within our own societies, exposing what is not working. As participants highlighted, the economic crisis context seems to be an excellent moment to grasp citizens and the public, encourage public processes of reflection, mobilizing people for an alternative system, but also for greater solidarity with other people suffering similar or worse crises around the world.

DEAR is currently at a crossroads, with the broader crisis making us re-question the world we live in and the approach we take to the work we do. These are times for change, either forced by financial constraints, by citizens' demand or by transformation of the people who are a part of the NGOs. It is time for DEAR to have an honest conversation with itself and the approaches to engagement that are most suitable to the times.

RECOMMENDATIONS

The research has identified a number of challenges to citizen engagement, but has also revealed the many richnesses held by the DEAR community and broader civil society, and their potential to embrace change. The time is ripe for reflection and adaptation in order to work towards more effective engagement approaches with the world around us, and ensure the relevance of DEAR in a changing world. Drawing on DEAR practitioners own assessment of ways to improve their engagement strategies, as well as our analysis of the findings, we have put together the following recommendations for more effective engagement. These recommendations are predominantly aimed at DEAR practitioners, but are also very relevant for a broader range of organisations and individuals working in the field of citizen empowerment/engagement and social change. They are not intended to be a blueprint for improved engagement but rather a stimulus for further reflection and discussion.

1. **Be clear about your role in engagement**

   Spend a good amount of time defining the purpose of engaging citizens and your role(s) within it. Depending on the national context and framework for DEAR, this may involve designing an engagement strategy related to a particular project or activity, or it may involve elaborating an engagement approach which you intend to implement transversally in your work. Recognise the different roles that you can play as DEAR practitioners (consider using the "Role of DEAR..." table on page 29 as guidance) and which roles you will prioritise at different points in the engagement continuum.

2. **Connect to local realities and people's needs**

   Contextualise your engagement work in order to make it relevant to the local context and local communities. In order to achieve global change, we must start at the local and individual level. Engage people in action for local issues, and where relevant and possible, enable connections to the global level. In the words of a Portuguese DEAR participant, *"anchor your work in real peoples' reality but open windows to a wider reality."* Use language that is understandable and accessible to the broader public.

3. **Develop ownership**

   Involve people as co-creators of change and in co-creating their own engagement pathways, rather than seeing people as 'targets' of DEAR projects and activities. Keep citizens engaged by including them in feedback processes and sharing results, even if only small steps have been achieved. Celebrate successes together and create a positive but critically reflective environment for deepening engagement processes further. Change needs to be global and systemic, but one person at a time...

4. **Create new approaches and spaces for engagement**

   Experiment and take risks! Create new visions of the world together and draw on your richnesses and creativity. Create spaces for experimenting with alternative ways of living and promoting change. Provide spaces for citizen innovation, participation and the creation of joint projects at community level. Link into wider social experiments. This means letting go of inclinations to 'control' engagement actions or processes, but enable them to develop dynamically from the bottom up, and to constantly adapt to changing contexts.

5. **Tailor engagement strategies**

   Meet people where they are, spend time listening to and understanding the needs of those you would like to engage, and identify the 'hooks' which motivate people to become engaged. Build on these hooks together in order to develop meaningful engagement pathways, with better (not more) communication. Recognise that people are at different stages in their engagement journeys and adapt your engagement activities accordingly – allow for different entry points. See the 'Engagement cycle' diagram in the Toolbox on page 33 for further guidance.

6. **Build bridges**

   Re-focus your work away from instrumentalised partnerships for grant applications and embrace broader partnerships and alliances. Work more directly with the broader public and local initiatives in order to avoid implementing fragmented actions with different target groups. Adopt a multi-stakeholder approach, identify common concerns and goals, share resources and build partnerships. All this is rooted in building trust. With this renewal, DEAR can get into places and see results NGOS could never achieve alone with current projects and strategies. This very research process has shown that there is great potential for collaboration and utilising a much wider range of already existing networks. Why not try some of the approaches we have used in this action research to better build bridges in your local context? See the Toolbox on page 32 and workshop plans in Annex 3 for some ideas and suggestions.

7. **Cultivate values**

   Include the cultivation of values such as solidarity and community as a transversal dimension to engagement work in order to deepen engagement processes, and move away from more superficial and ad-hoc 'easy' engagement.

8. **Remember to breathe!**

   Don't burn out! DEAR practitioners need to be very resilient, but it is important to maintain a healthy work-life balance and not forget about free-time, pleasure and individual rights. All of these elements are important in order to be able to build real change towards global social justice, both on the individual and collective level.

TOOL BOX

DEAR practitioners may like to use some of the participatory methodologies used in this action-research in order to further reflect on their engagement work:

Asset Based Community Development (ABCD) methodology (see explanatory box p25) can be used as an alternative to traditional problem trees or SWOT analysis by focusing more on the richnessess than deficiencies within a community. This can help NGOs, platforms or networks to build a data-base of richnesses which is very useful for partnership work.

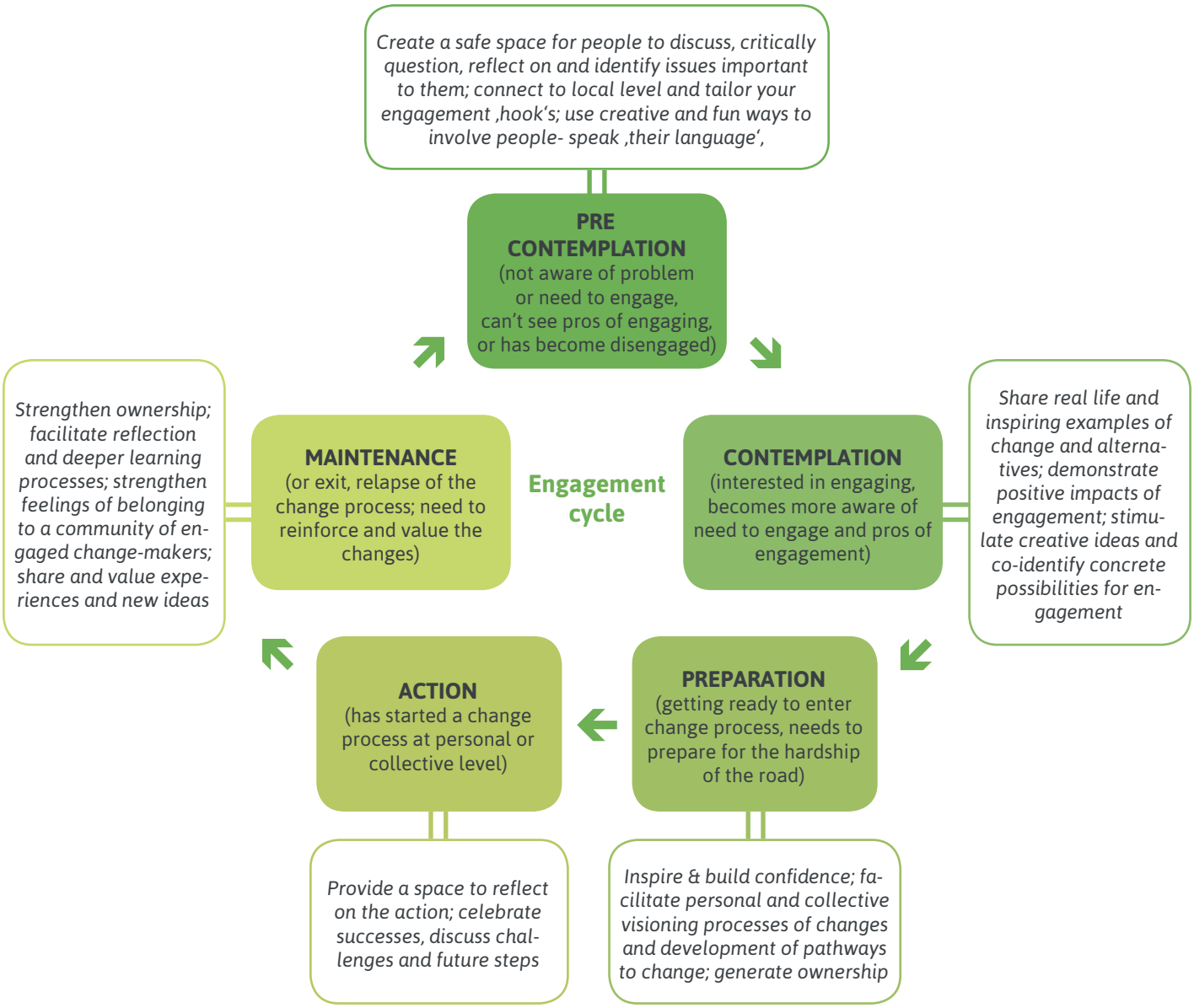
Visioning processes: Creating a space for visioning change results in a very inspiring process for a group or a community. Ask participants to imagine they are already in the future time span you choose to work with (we chose 10 years time span) and to see the concrete changes that have been achieved by then. Ask for their vision of improved citizen engagement through DEAR- what will DEAR engagement look like at this point in the future? For further ideas, search the web for information about visioning exercises used within the Transition Network.

Theory of Change: In order to strengthen strategic planning, NGOs can gain from developing a solid Theory of Change[10] which helps you to challenge the assumptions behind your work and develop pathways with concrete actions focusing on impact.

Fishbowl methodology: The fishbowl method increases participation in debates and discussions and makes them more dynamic and pluralistic. Participants become aware if they are not participating, or if they are taking over the discussion, and topics are introduced at a pace which avoids the discussion getting too heavy.

Engagement journey model: On the next page we have elaborated and adapted the Transtheoretical model for behaviour change[11] for use by DEAR practitioners as a tool for further reflection on engagement pathways. It is not a blueprint but one suggested way of supporting your thinking around engagement strategies[12].

11 For further information and access to an online community of practice see https://www.theoryofchange.org/what-is-theory-of-change/#2
12 Inspired by J. O. Prochaska's transtheoretical model for Behaviour Change (http://en.wikipedia.org/wiki/Transtheoretical_model) and shared by the Portuguese Transition movement member during this research
13 For other circular approaches to DE, see Priorities for Development: A Teacher's Handbook for Development Education D Braun, S Sinclair, J Pearson - 1982 - Development Education Centre



The model is grounded in the assumption that change is not an event or a revolution, but rather a process that needs to be fed with different types of inputs at every stage. This is coherent with both the results of this participatory research and the hypothesis that triggered the research: change - understood here as engagement of a citizen towards global justice - is a continuum or journey that needs to allow for diverse entry levels and different roles for DEAR at each stage. Such a model puts emphasis on assessing the needs of every person in the community or group so that their engagement journey can be supported accordingly.

CONCLUDING THOUGHT

We would like to end this report with a concluding thought for further reflection from the DEAR working group in Portugal:

> ***"Maybe development education should be more about creating multipliers and building people's capacities, rather than being the actor that needs to do the things itself. Maybe it is not about changing the project logic but rather our focus and the way we do the work. Perhaps we should focus on creating mediators for change, with citizens as the protagonists and we are just facilitators. There must be some spontaneity in the projects and actions- and people must understand their role in contributing to change."***

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ANNEXES

ANNEX 1: LIST OF PARTICIPANTS

PORTUGAL

Name	Organisation
Jorge Cardoso	FGS - Gonçalo da Silveira Foundation
Sofia Lopes	AIDGlobal
Ana Teresa Santos	IMVF - Institute M. Valle Flôr
Mónica Santos Silva	IMVF - Institute M. Valle Flôr
Vera Borges Pinto	FCL - Cidade de Lisboa Foundation
João Azevedo	CIDAC
Sara Peres Dias	PAR Association
Eliana Madeira	GRAAL
Tiago Mansilha	PAR Association
Margarida Alvim	FEC - Faith and E. Foundation (1st workshop)
Noémia Certo Simões	Engenho & Obra (2nd workshop)
Carmen Maciel	ADRA (1st workshop)
Inês Subtil	QSLT - Que Se Lixe a Troika
André Vizinho	Aldeia das Amoreiras - Transition Movement
Alfredo Abreu	Serve the City Lisboa
Ricardo Alves	Democratic Alternative Manifesto (now Party LIVRE)
Paula Gil	(activist in several movements)
Francisco Kiko	(member of several alternative collectives)
Manuela Ralha	(d)isabled Indignados

CYPRUS

Name	Organisation
Annagrace Messa	Future Worlds Center
Louiza Hadjivasiliou	NGO Support Centre
Sotiris Themistocleous	CARDET
Jale Canlibalik	The Management Centre
Helene Josephides	“En Ruta Por La Infancia”
Yiannis Trimithiotis	Cyprus Youth Council
Petros Florides	World Vision Cyprus, also Transparency Now
Iliana Petridou	Youth for Exchange and Understanding Cyprus
Maria Droussou	Neraina
Haris Shekeris	Politeia
Sophia Arnaouti	CYINDEP

GREECE

Name	Organisation
Marina Savrami	Hellenic Platform of NGDOs
Irini Kareta	Fair Trade Hellas
Marina Sarli	DARE Forum representative of Hellenic Platform/CONCORD Board member
Dimitra Deroyannis	ActionAid
Maria Bena	Scouts of Greece
Natassa Pantazi	YWCA Greece
Tessy Kanakari	Praxis
Evgenia Vathakou	University Professor, Global Education (research on grassroot initiatives)
Elena Papalabrou	Atenistas – informal citizens group + volunteer manager, Elix/ youth organisation (input via phone interview)

ANNEX 2: RESEARCH METHODOLOGY

Terms of Reference (TORs) for the research were drawn up by the Coordinator of the DARE forum research working group and the DEEEP4 research officer, and a call for interest was published, calling for one 'focus country' applicant and two 'additional' country applicants, in order to make the research more representative at European level and to avoid a country - specific case study approach.

Selection of countries: One focus country (Portugal) and 2 additional countries (Greece and Cyprus) were selected by the selection committee (composed of the Coordinator of research WG, DEEEP4 research officer and DEEEP4 manager). A lead researcher in Portugal was appointed based on a Call for Applications, as well as two facilitators from Greece and Cyprus. The applications were assessed by the DARE forum research working group chair, the DEEEP4 research officer and a representative from each of the national DEAR working groups.

Research team:

- A lead researcher was appointed in Portugal to design the research methodology, implement the research process in Portugal, and take the lead on analysing the results from all three countries and drafting the report.
- This was complemented by the appointment of two workshop facilitators in Greece and Cyprus who provided feedback on the methodology, implemented the workshops in their respective countries, fed back their results to the main researcher and commented on the final report.
- The DEEEP research officer coordinated the overall process and supported the team, co-analysed the findings and wrote up the final report with the lead researcher. Regular email contact and Skype meetings were held within the research team throughout the research process, as well as a physical meeting in Brussels in November 2013 to finalise the research methodology together.

Research process:

In line with the TORs, the research process in Portugal, Cyprus and Greece, followed these steps:

1. Building trust, preparing for reflection - a pre-workshop questionnaire about engagement was developed by the lead researcher and sent to DEAR WG members in Portugal in preparation for the first workshop. A slightly adapted version of the questionnaire was also used in Greece. The lead researcher was also present at the November 2013 Portuguese DEAR WG meeting, where the research process was briefly presented, and anonymity was guaranteed for all participants, as well as the opportunity for the WG DARE forum representative to feed back on the draft of the final report.

2. Workshop - the objectives of the workshop involving DEAR working group members were to define the meaning of engagement, engagement strategies used and reflection on impact, plus drawing up a Theory of Change for engagement through DEAR. The workshop took place in Lisbon, Portugal, on 10 December 2013 and was attended only by DEAR WG representatives. In Cyprus the workshop was split into 2 half days and took place on 20 & 22 January 2014; and in Athens, Greece, on 24 January 2014 - in these two countries, a condensed version of the workshop methodology was applied and DEAR and non-DEAR stakeholders (local initiatives, social movements and other NGOs) were combined. The main methodologies were: a fishbowl group discussion on engagement, with the introduction of the 5 main issues of the research on engagement; the mapping and brainstorming of the DEAR community using ABCD principles; a group World Café and a collective discussion on how to build the Theory of Change and the draft of possible pathways/action planning for improved engagement. See Annex 3 for the workshop plan.

3. Non- DEAR stakeholders (social movements, local initiatives etc.) were then identified in Portugal and invited to attend the second workshop on 13 January 2014. In Cyprus and Greece both DEAR and non-DEAR stakeholders were identified and invited at the same time to participate in a joint workshop in January.

4. The workshop with DEAR WG members and non-DEAR stakeholders took place in Lisbon, Portugal on the morning of 14 January. The main methodology used was a group interview in which non- DEAR stakeholders could share their engagement objectives, strategies etc. with the DEAR WG. This was followed by a joint comparative mapping of engagement objectives, strategies and challenges of DEAR and non-DEAR participants and finalised with a brainstorm and discussion on possible contacts, partnerships and ideas to improve citizen engagement.

5. Action Planning, developing the vision of change and building concrete pathways for increasing DEAR's impact on various spheres – this took place on the afternoon of 14 January with the DEAR WG in Portugal. The main methodologies were: a creative writing vision process, followed by a collective discussion and construction of the vision of change; group work and presentation on possible pathways and assumptions to achieve the vision; and individual brainstorming on one action to take to their work.

6. A reporting framework was developed by the DEEEP4 research officer and the lead researcher in order for the facilitators in Greece and Cyprus to report back on the research outcomes in their respective countries:

7. Joint Skype calls were organised to inform the whole team of the main outcomes of the research workshops. From this reporting and from the maps, tables and all materials produced from the 3 workshops in Portugal, a report plan was drawn up by the DEEEP4 research officer and the lead researcher, which could incorporate all of the key issues, challenges and richnesses of the grassroots material gathered.

8. A draft of the report was finalised by the DEEEP4 Research Officer and the lead researcher in March, and feedback from the facilitators, the Portuguese, Cypriot and Greek DARE Forum representative, DEEEP4 manager and DARE Forum Research Working Group Chair and members, was incorporated into the final version.

ANNEX 3: WORKSHOP METHODOLOGY

Here you will find the workshop plans for Portugal. For Greece and Cyprus, the workshop plan was condensed into one day.

1. Workshop with DEAR WG Members – 10 December 2013 - GRAAL attic, Lisbon, Portugal

Main facilitator: Sandra Oliveira; co- facilitator: Inês Campos

Time	Action	Objectives and Observations
09.30 - 10.00	Fast presentation (and reception)	Introductions
10.00 - 10.05	**Presentation of day's programme and objectives:** 1. To produce a collective reflection and agreement on engagement (definition, approaches, aims) 2. To get an overview of DEAR in Portugal using the ABCD methodology 3. To draw a collective Theory of Change for achieving citizen engagement and the steps to do it	Stick on wall-fast presentation + short evaluation at the end
10.05 - 10.20	**Group agreement on basic concepts** Agree on basic concepts (what is DEAR and division of typologies of action - concepts from national strategy, DARE Forum and European Consensus on Development) and ask for a ‚suspension of judgement' re DEAR concept > Session rules (talking stick) > Main research question – what is engagement?	DEAR concepts on cards on the wall
10.20 - 11.20	**Fish Bowl game** Present methodology: each 15 minutes a topic of discussion is presented; the participant sits on the front chairs and speaks 1-2 minutes on each topic; get back to their site > Recording (a posteriori memory) > 1 facilitator or volunteers summarises discussion map > Topics to discuss: 1. What is engagement? 2. Confront with DEAR forum definitions 3. Challenges of engagement in their work 4. Confront with "DEAR lacks link to local context?" - How they link DEAR to local/national issues & back to global? 5. Crisis – how it influences engagement approaches?	Flipchart mapping + semi-circle chairs & 3 chairs facing for those wishing to speak + talking stick to control participation
11.20 - 11.30	Present summary map of the Fish Bowl	Map on wall, co-facilitator reports back to the group
11.30 - 11.45	Discuss and assess Fish bowl results: what should be highlighted; what has not been said	Participants complete with post-its on fishbowl map + co-facilitator highlights relevant points discussed
11.45 - 11.50	**Sharing "Ahá" moments** – ask participants for a memory from a moment they felt made a difference on someones engagement journey - or saw someone's journey rolling out – or if they remember the moment, the issue, they felt engaged with for the first time	Engagement, tree' on the wall – stick personal "fruits" to it - and go for coffee break

11.50 - 12.00	Coffee break	
12.00 - 13.00	**ABCD – Mapping richnesses– Diagnosis** ABCD basic methodology and use it to identify richnesses Map assets & potentials (30m.): - organization competences; - individuals' talents; - individuals' passions or focuses; - networks, contacts of members; - resources and material (list even objects or spaces not used) Map other potentials (20m.): + Connectors to reach non-engaged people + Non-engaged or marginalized people	Flipchart with columns for each asset + stick post-its
13.00 - 14.00	Lunch	
14.00 - 14.20	Energiser Re-read the ABCD richnesses map **"What do we want to do with this"**	Each participant marks assets with a letter and describes 1 idea, need, project this provokes
14.20 - 14.30	**Visioning the change - process** From questionnaire, bring together 2 main intuitive Big change visions and present. Explain World Cafe on Change	
14.30 - 15.10	World Cafe on Change 2 groups, a table for each, groups change after 20 minutes. > Visioning question: Ask the participants to imagine they are already in the future time span you choose to work with (we chose 10 years time span) and to see the concrete change the group wants to achieve by then. Ask for their vision of improved citizen engagement through DEAR- what will DEAR engagement look like at this point in the future? > Write visions of what they want to change **> (think the changes, the steps, the assumptions to get there and the beneficiaries)**	Each co-facilitator or volunteer on a table to report the findings (changes to be achieved)
15.10 - 15.20	Present results from World Cafe discussion	Stick 2 visions to wall and summarise
15.20 - 15.35	Question: can we find a common vision for DEAR mixing the visions of the two groups? Or not?	Moderate discussion and write on wall the result
15.40 - 16.10	**Change pathways - group work** 3 (1 vision) or 4 (2 each, 2 visions) groups to draw pathways. Each group **builds steps or journeys to** achieve Big Change in citizen engagement. Consider levels of engagement; local context of crisis; take account of assets; analyse the assumptions!	Facilitators have to accompany the groups dynamic and reinforce. Elect a group rapporteur
16.10 - 16.25	Present the groups pathways (5 m)	Flipcharts on wall next to the vision(s)
16.25 - 16.55	Final discussion and **assess the pathways**. **> Wrap up**	
16.55	Closing, evaluation and next step – mutual learning **with non-DEAR actors (CSOs, social movements)**	Stick scale 1-10 in front of objectives for evaluation

2. Meeting with DEAR and non-DEAR actors (CSOs/social movements/local initiatives) – 14 January 2014 – GRAAL Attic, Lisbon, Portugal

Main facilitator: Sandra Oliveira; co-facilitator- Inês Campos

> pre-interview with social movements and CSOs + SM – preparing presentation & reflection:

1. their work to engage people for common good (social justice?)
2. objectives of engagement
3. strategies to engage
4. who is engaged and their reaction
5. importance t of the crisis on their work - and link to global dimension?

Time	Action	Objectives and Observations
09.45 - 10.00	Fast round presentation (and reception) – Sandra presents the non-DEAR actors to the DEAR WG as they come	Introductions
10.00 - 10.05	**Presentation of morning programme and <u>workshop objectives</u>** 1. Agree on basic concepts- engagement, global education, social justice 2. To map the views of non-DEAR actors on engagement (approaches, results, objectives, actions) 3. To share and discuss these views amongst DEAR and non-DEAR participants (contacts, common views and differences- mapping)	Stick to the wall as speaking
	Check in (concepts for non-DEAR participants) **Agree on basic concepts and ask for suspension of judgement** - what is engagement & general objectives for each DEAR and non-DEAR participant (10mins) - what is DEAR or GE & what do NGDOs do? (5mins)	Fast way to present each person and organisation. Read from wall-complete it with views of non-DEAR participants
10.30 - 11.40	**Group interview** – each non-DEAR actor presents approach to engagement: > Question is put forward & each non-DEAR answers (2m); 5 rounds-questions > Volunteer DEARs share summary of group, orgs, work > record	Facilitator moderates - co-facilitator or volunteer summarises on Flipchart - per person (org) Questions on the wall
11.40 - 11.50	Coffee-break	
11.50 - 12.05	**Mapping of engagement - DEAR and non-DEAR** MAP/TABLE 1: Org (one line each) | why are engaging| their work | strategies for engagement| targets | what would like to do more | how to link global and local and vice versa (2 post its)	- 3 flipcharts horizontal - 5 columns - with 1 example at the top for clarity - Participants stick post-its in each column Facilitator moderates
12.05 - 12.45	**Group discussion:** - 5 minutes: Differences - of approach? - 5 minutes: Learnings - would like to learn from other? - 5 minutes - 2 new columns: * Imagined partnerships; * how to deal with the crisis and engage better?	All participants stand&read map Facilitador moderates, talking stick + highlights&arrows map Add Flipchart 2 extra columns Participants speak out and write post its to stick to 2 new columns
12.45 - 12.55	**Check out** - What each person takes from morning?	Contact list sharing
12.55 - 13.00	Evaluation and keeping contact, sharing results of research	Stick scale 1-10 in front of objectives for evaluation

3. **Final reflection with DEAR WG** - 14 January 2014 – GRAAL Attic, Lisbon, Portugal

Facilitator: Sandra Oliveira; co-facilitator Inês Campos

Time	Action	Objectives and Observations
14.00 - 14.05	Presentation of final workshop objectives 1. Work on Visions or Theory of Change – re-thinking a future vision on citizens engagement 2. To build the Theory of Change concrete pathways – group 3. Action planning - deepen the pathways, steps or journeys to engagement	FlipChart on wall – day programme and the objectives
14.10 - 14.20	**Write concrete vision of citizen engagement** supported by DEAR in a context of crisis – how to motivate engagement – give example; - creative automatic writing in 5 mins: "I woke up today, on the 14th january 2024 and (what did DEAR and citizen engagement look like?)..."	Creative writing exercise - individual.
14.20 - 14.35	Everyone says their vision Facilitator summarises on Flipchart	1st Flipchart for all to see and share and further ahead discuss.
14.35 - 14.55	From this visions, the group highlights the important aspects - groups the ideas, changes, goals (max. 4-8)	1st Flipchart on wall - highlight the points, arrows connect themes, different collors
14.55 - 15.15	**Build a common vision** – a Theory of Change: discussion, formulation, all participate	2nd Flipchart on wall - Facilitator proposes formulations until consensus is reached
15.15 - 15.45	**Pathways – Group Work – 30 minutes** - In the circle, make groups: 1-2-3 (and 1 rapporteur each) - Each group builds a pathway to reach part of the vision, thinking on concrete steps or actions to achieve change on citizen engagement, either actions on political, economical, personal, ecological, technological or cultural spheres	Each table as a paper with the objectives and instructions for this pathways group work facilitators circulate around and dynamize groups
15.45 - 16.00	**Present the pathways** to the group (5 mins)	Flipchart + cards on wall
16.00 - 16.15	**Individual action planning** – "What am I going to take/change to my work and org – as engagement objectives?" - strategies and approaches - quality and type of engagement to work on? - networking to nourish?	Engagement tree + 3 Big cards or flipcharts + Big post its
16.15 - 16.50	**Each person presents their view** (2 mins) Discussion	Facilitator highlights flipchart and notes + all complete with post its
16.50 - End	**Follow up** – report (photos, recording, need e-mails para sharing etc.)	

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